



MUSIC POLICY

2021-22

Effective Date: September 2020

Last Reviewed: June 2021

Reviewed by: Miss H Rice (Music Co-ordinator)

Next Review Date: June 2022

‘Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.’

DfE Statutory guidance

National curriculum in England: Music programmes of study

Statement of Intent

At Moggerhanger Primary School we aim to:

- Provide a range of musical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject
- Give every child the opportunity to experience success and satisfaction through a variety of musical activities
- Develop a child’s understanding and appreciation of music across a range of historical periods, genres, styles, cultures and musical traditions
- Develop social skills through co-operation with others in the shared experience of music making and give children the opportunity to compose music and express their thoughts and feelings through music
- Provide performance opportunities and encourage high standards in performance, giving children the opportunity to perform music both vocally and with instruments
- Develop a child’s understanding of how music is created, produced and communicated
- Develop a child’s understanding of how pitch, duration, tempo, timbre, texture and structure can be used to create music.

Through music we also aim to:

- Develop listening skills
- Develop communication skills, self-discipline and self-evaluation
- Develop imagination, creativity and inventiveness
- Promote awareness and understanding of gender, cultural, spiritual and moral issues
- Develop independent learning and collaborative skills

Implementation through Teaching and Learning

Early Years and Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child’s development. Music comes under the ‘Expressive Arts and Design’ area of learning within ‘Exploring and Using Media and Materials’ and ‘Being Imaginative’. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of the Reception Year.

The children build a repertoire of songs and explore the different sounds of instruments. They are also encouraged to be imaginative and to represent their own ideas, thoughts and feelings through music.

The Early Years team, teach music as an integral part of the topic work covered during the year. Music makes a significant contribution within the EYFS. Music is taught through activities such as singing together and playing and exploring sounds and instruments. They develop an appreciation of music and also develop their own confidence when performing for others.

Key Stage One

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage Two

The National Curriculum Programmes of Study at Key Stage Two states that pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of music.

Spiritual development: Through encouraging deep thinking and questioning, music has the power to influence and change behaviours, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli.

Moral development: The foundation for moral behaviour can be taught through music, along with poetry and history. Integrating songs and music into the curriculum can reinforced values and moral virtue.

Social development: Making music with children naturally fosters important social and emotional skills, such as self-regulation, self-confidence, leadership skills, social skills, and socio-emotional intelligence.

Cultural development: Not only does music allow children to develop their intellectual capabilities, to work in harmony as a group, and present themselves in front of an audience with confidence, but it also helps to expand their cultural horizons. Many music education curriculums aim to incorporate music from all over the world.

British Values

As a school we promote British Values ensuring that our children leave school prepared for life in modern Britain. We aim to promote these values through our teaching of music. We want our children to understand the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

Cross-Curricular Links

Music enables children to acquire the knowledge, skills and understanding needed to enjoy music whilst developing attitudes and attributes that can support all learning, e.g. creativity, the ability to concentrate, listening skills, aesthetics, sensitivity towards others and confidence. At Moggerhanger, we recognise how music supports all learning within school.

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening, reading and writing. Children can develop language skills by:

- Singing songs
- Discussing musical features and describing sounds
- Negotiating with others, asking questions, increasing their understanding in group and class music making activities
- Collecting information using reference books, email and internet

Maths

Music can aid memory by helping children to remember numbers and other sequences such as days of the week, seasons and months of the year through songs and/or chants.

Music contributes to sorting, classifying and sequencing skills demonstrated when children identify patterns and changes in music for example higher or lower pitch or louder or quieter sounds.

Computing

Children are encouraged to use a range of Information Technology, including audio recording, video recording and musical software to research, record, edit and present music.

Music is a strong tool that can be used within any subject of the curriculum. Songs and music promote memory for learning different facts across the curriculum. Music helps because it provides a rhythm and rhyme and sometimes alliteration which helps to unlock that information with cues. It is the structure of the song that helps us to remember it, as well as the melody and the images the words provoke.

Implementation through Assessment, Recording, Reporting and Monitoring

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of music.

Opportunities for assessment will be identified when planning and progress is measured against the learning intention. Children will have regular teacher assessment through observation of independent and adult led work. Pupils will be encouraged to reflect upon their own work as individuals, in class groups through self-assessment where appropriate. Teachers will record key aspects of pupils' progress throughout the year.

At the end of each term teachers will make formative assessments of the attainment and progress made by pupils. A level of expected, emerging and exceeded will be recorded at the end of each unit of work for each pupil. These levels will be passed on to the current music co-ordinator and transferred to the new class teacher as pupils move through the school. Also, an individual school report is written commenting on musical achievements.

Music will be monitored throughout the school by the music co-ordinator who will be responsible for gathering samples of curriculum work. Lessons will also be monitored to help promote quality of learning and standards of achievement in music. The music co-ordinator will be responsible for evaluating music within the school and ensuring appropriate strategies are put in place to improve.

Implementation through inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise.

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum.

We recognise that in all classes there are children of widely different abilities in music and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Providing resources of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different actions to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Implementation through Resources

Music resources are stored in the music trolley in the main school corridor. It is the subject leaders responsibility to ensure instruments and music resources are organised, updated and are appropriate to the age range of the children.

Implementation through Professional Development and Training

The Music Curriculum Leader will:

- Ensure that the delivery of music meets the long term plan
- Ensure the music curriculum meets the aims and objectives of the school
- Support, guide and motivate teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Scrutiny of planning
 - Lesson observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.

Music at Moggerhanger Primary School

Music is an integral part of our school. Music features in many events during the year both in school and within our community. These include:

- Assemblies
- Specific 'singing and music' assemblies
- Harvest festival
- Christmas productions
- Easter service
- Leavers' service
- Performing visitors
- Instrumental lessons
- Choir